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ABSTRACT

As defined by the Vocational Amendments of 1976, cooperative education is a program (method) of vocational education for persons who, through written cooperative agreements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field; but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. The purpose of this guide is to provide basic guidelines for cooperative education and legal principles which will help local school districts plan and implement quality programs utilizing the cooperative method of instruction. The guidelines provided are particularly applicable to the state of South Carolina. The guide provides instruction on how to organize, implement, and evaluate cooperative programs. In addition, it covers legal aspects of cooperative programs, teacher-coordinator activities in cooperative programs, and teacher-coordinator accountability. Appendixes contain sample forms for use in a cooperative vocational education program. (KC)

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Office of Vocational Education
South Carolina Department of Education
May 1981

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COOPERATIVE VOCATIONAL EDUCATION

Introduction

Cooperative education had its official beginning in 1906 when Professor Herman Schneider, a professor of engineering at the University of Cincinnati, placed students in training stations in industry for practical experience and credit. He believed many facets of education could be learned through hands-on experience and by working with professionals. Student employment was not a new idea, even then. It probably dates back to the founding of Harvard in 1636. However, with cooperative education, we are talking about a concept quite different from the time-honored example of a "poor boy working his way through school."

Education is at best an attempt to prepare an individual for application of classroom knowledge to real world situations. The Smith Hughes Act of 1917 provided the original impetus for education in vocational areas. Through the years programs have been offered in the various vocational service areas, but funds were not specifically provided for cooperative education. In 1968 federal funding of cooperative education was ensured with the passage of certain amendments to the Vocational Education Act of 1963.

South Carolina has for many years been an advocate and practitioner of the cooperative method of instruction in many of the vocational education service areas, predominantly in Marketing and Distributive Education and Business and Office Education. The cooperative method is believed to be the most effective vehicle to prepare students for gainful employment in all areas of vocational education.

As defined by the Vocational Admendments of 1976, cooperative education is a program (method) of vocational education for persons who, through written cooperative agreements between the school and employers, receive instruction, including required

academic courses and related vocational instruction by alternation of study in school with a job in any occupational field; but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. This concept describes the approach that should be taken by all programs utilizing the cooperative method of instruction in South Carolina.

While similarities exist between cooperative education, work experience and work-study programs, there are significant differences among the programs. Cooperative vocational education requires the coordination of the classroom instruction with the on-the-job training experiences. The thrust of work experience and work-study programs do not necessarily relate to the career objective of the student and do not require related instruction. The cooperative method should ensure that related instruction and on-the-job training match the student's career objectives.

The purpose of this guide is to provide basic guidelines on cooperative education and legal principles which will help local school districts plan and implement quality programs utilizing the cooperative method of instruction.

ORGANIZATION OF COOPERATIVE PROGRAMS

Organization of cooperative vocational programs requires extensive planning by the administrators of local school districts. The Office of Vocational Education can be of valuable assistance during the initial planning stages. Care must be taken from the beginning to ensure that cooperative programs are implemented in accordance with the guidelines and regulations for cooperative education set forth in the Defined Minimum Program and the State Plan for Vocational-Technical Education. The following list of guidelines for cooperative programs is based on an analysis of federal, state, and individual vocational program area guidelines.

1. Students enrolled in cooperative vocational programs shall be enrolled in a related class of instruction which complements their on-the-job training.
2. Students enrolled in cooperative vocational programs shall be at least 16 years of age.
3. A training agreement and a training plan must be on file for each student in a cooperative vocational program.
4. Students enrolled in cooperative vocational programs must be placed in training stations by October 15 of the school year.
5. Students enrolled in cooperative vocational programs shall receive one unit of credit for approved on-the-job training in addition to the credit(s) for classroom instruction; however, no more than three units of credit may be earned yearly.
6. Teacher-coordinators of cooperative vocational programs shall teach a maximum of four periods of 200 minutes daily and have two periods of 100 minutes daily for coordination duties.
7. Each vocational program utilizing the cooperative method of instruction shall be under the direct supervision of a full-time properly certified coordinator.
8. The employer of a cooperative vocational education student shall participate in an evaluation of the student's progress, adaptability, and attitude during each grading period.
9. The employer of a cooperative vocational education student shall employ and compensate the student in conformity with federal, state, and local regulations in a manner not resulting in exploitation of the student.
10. A written training agreement shall be developed for each cooperative vocational student which sets forth the following: 1) the duration of training period; 2) that employment is incidental to training; 3) that the student is under the direct and close supervision of a qualified and experienced person; 4) a brief

description of the student's job functions; and 5) provisions outlining the responsibilities of the school and the employer.

11. The cooperative vocational education student shall be given the opportunity to progress through various phases of the occupation while receiving on-the-job training.

12. Students enrolled in cooperative vocational education shall not displace other workers who perform similar work.

13. Procedures shall be established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for students who enroll in cooperative vocational education.

14. Provision shall be made for the participation of students enrolled in non-profit private schools.

15. Safety instruction shall be given by the coordinator. While on the job, the student shall receive safety instruction from and be under the supervision of a qualified representative of the employing organization.

16. A cooperative vocational program shall comply with all federal, state, and local laws and regulations.

To ensure a meaningful and comprehensive cooperative program the school district should conduct a needs assessment to have current, relevant information concerning the needs of students, the community, and the availability of training stations. The guidance department can obtain information concerning student interests and desire to participate in a cooperative program. Examples of a sample student interest form and a business interest form are found in Appendix A and Appendix B.

Advisory Committee

An active advisory committee is invaluable during the organizational phase of the program and once established will continue to provide assistance. The advisory committee should include members of both sexes and members of racial and ethnic minorities of the geographic area served. Consideration for committee membership should be given to: representatives of employers, managers or owners, employees, graduates of cooperative programs, labor groups, representatives of South Carolina Employment Security Commission, educators of post-secondary institutions, members of civic groups, parents, and political leaders.

Advisory committees will meet regularly during the organizational stage, but once the program is implemented, two or three meetings a year will suffice. The advisory committee can assist with: 1) organizing community surveys, 2) offering advice on program objectives and content, 3) determining criteria for training station selection, 4) assisting in publicizing and promoting the program, 5) reviewing training plans, 6) evaluating the program, and 7) helping graduates find jobs and/or assistance in further training.

In planning and organizing programs of cooperative vocational education, local administrators, guidance personnel, the advisory committee, and the community must be involved and committed. When organizing cooperative vocational education programs, a good procedure to follow is:

1. Select a local person to lead the organization efforts.
2. Establish an advisory committee for the program.
3. Submit a request to offer the program and secure assistance from the Office of Vocational Education.
4. Conduct surveys of the local business community and determine the degree of student interest.
5. Establish program objectives and operational policies within the guidelines of the Office of Vocational Education and the specific vocational service area.
6. Develop a job description for the teacher-coordinator and begin the search process.
7. Enroll students in the program.
8. Prepare and submit a budget for the program.
9. Employ a qualified teacher-coordinator.

IMPLEMENTATION OF COOPERATIVE PROGRAMS

Implementation of a cooperative vocational education program is a distinct function. Selection of students is basic to the success of any program. In cooperative vocational education students must be selected on the basis of their career objectives in the program in which they are enrolled. Students must be interested in the area and capable of benefiting from the instruction. They must be emotionally mature to work in an adult environment and academically capable of handling the responsibility of work in addition to school work. Parents should be involved in the decision to enter a student in a cooperative vocational program.

The selection of training stations for the student-learners is very important. The quality of the training station will ultimately determine the overall effectiveness of the cooperative program and the relevance of the on-the-job training to the classroom instruction. It is important to remember that the objective of the program is to train a student in a specific career objective. Training stations should be selected on the basis that meaningful training will occur in the work situation.

It is important for the program coordinator to understand his/her role in 1) ensuring students obtain meaningful job placement, 2) learning skills necessary for job success, and 3) receiving on-the-job training experiences that enhance classroom instruction. The coordinator has a tremendous responsibility coordinating all elements of the program to provide students with an efficient and effective program.

The general public must be kept informed of the progress of the program through an active public information effort. A well-organized public information program can contribute to the success of a cooperative vocational program. The teacher-coordinator of the program is responsible for initiating and carrying out a public information program to keep the community aware of the program and the benefits it provides.

Assistance can be obtained from the advisory committee, school officials and employers. However, the main responsibility for the public information program rests with the coordinator.

Suggestions for public information activities in cooperative vocational programs are:

Speak to civic, business, and education organizations.

Distribute descriptions of the program to individuals with business cards attached.

Prepare bulletin boards promoting and describing the program, and emphasize employment opportunities in the program area.

Appear on radio and/or television programs.

Write letters to parents of prospective students and employers.

Obtain press coverage concerning students in the classroom and on the job.

Publicize vocational education and the cooperative program during vocational education week.

Obtain coverage for the program in the school yearbook.

Conduct an "Open House" for parents and employers to tour the school facilities and learn about the program.

Publish employment and earnings statistics of program graduates.

Work with the guidance department to be sure the program is understood and that an adequate supply of promotional material is available.

Sponsor a banquet, luncheon, or breakfast for employers of cooperative vocational students and award certificates of appreciation to the employers.

Training Plans

Training plans and training agreements must be kept on file with the employer and in the coordinator's office. The training agreement should include the job title of the student-learner, duration of training, employer responsibilities, school responsibilities, and the signatures of the parties to the agreement. The training plan should include the student's career objective, current job title, job responsibilities, a list of tne activities to be conducted, the location of the learning activities (school and/or work), the approximate dates of the learning activity, and a space for comments concerning the activity. The preparation of the training plan should be a joint effort of the student, the teacher-coordinator, and the training sponsor (employer). Examples of training agreements and training plans are found in Appendix C and D.

A close relationship between the school and the business must exist if the cooperative program is to be successful. The teacher-coordinator must strive to develop and maintain this relationship. The student-learners and the employers must be visited on the job at least once each grading period. More frequent visits may be required with some students and situations.

Employer visits may be conducted to:

Ensure that the student is not being exploited and is receiving meaningful training experiences.

Observe student performance.

Obtain performance evaluations of the students and to discuss student progress and methods to improve performance.

Determine what areas of instruction should be covered in the classroom.

Become familiar with the training station's policies.

Determine the duties the student is being asked to perform on the job.

Obtain resource materials and suggestions concerning competencies needed by students for job placement.

Student Organizations

The vocational student organization appropriate for the service area of the cooperative program can be a valuable contributor to program success. During the early stage of cooperative vocational education, student organizations were deemed important because the cooperative student missed many school activities due to on-the-job experience. Today, student organizations are an integral part of instructional programs of vocational education. The vocational student organizations contribute to the motivation and total development of the student. Through individual and group activities, leadership abilities, citizenship skills, social competencies, and a healthy attitude toward living and work are developed.

Each program of cooperative vocational education should include emphasis on the professional development of the program coordinator. In-service education meetings, conferences and in-service meetings on cooperative education, student organization conferences, and professional organization meetings contribute to the coordinator's

professional development. A plan for professional development should be an integral part of a successful program of cooperative vocational education.

In addition to the facilities needed for the instructional segment of the vocational program, every effort should be made to provide cooperative vocational programs with office space for counseling purposes and a telephone. An office for counseling, interviewing, and storage of confidential records is essential. Students in cooperative programs will occasionally have employment or personal problems which will require confidential counseling. It is important that an office be located near the classroom so counseling can be provided in a quick, efficient manner. The telephone can be utilized to arrange for coordination appointments, answer work-related questions promptly, and handle emergency situations effectively and efficiently. The telephone adds much to the professional image of the program and enables the coordinator to do his/her job in an efficient manner.

EVALUATION OF COOPERATIVE PROGRAMS

Systematic and continuous evaluation is necessary for the continuation, improvement and/or expansion of cooperative vocational programs. Evaluation concerns more than student performance. In cooperative programs, evaluation includes training station effectiveness, teacher-coordinator effectiveness, and overall program effectiveness, as well as student performance both in class and on-the-job.

Classroom instruction should be performance-based and relate to essential job skills. Evaluation of student job performance should be done on a regular, continuous basis. A minimum of one evaluation per grading period is necessary. The evaluation should be a cooperative effort between the employer and the coordinator and include a comprehensive review with the student. An example of a student evaluation instrument is in the Appendix.

Training stations should also be evaluated on a continuous and systematic basis to provide for continuation, improvement, and expansion of cooperative vocational programs. There should be a minimum of one evaluation per year, but consideration should be given to evaluating training stations on the same schedule as student performance is assessed. The evaluation process should include input from the student as well as the coordinator and may include a review by the advisory committee. A sample of a training station evaluation is in the Appendix.

Overall program effectiveness is evaluated periodically by the Department of Education. However, local school districts may want to evaluate their cooperative programs on an annual basis. The evaluation instrument used by the Office of Vocational Education could be used for local evaluations and this would prepare for and facilitate the Office of Vocational Education evaluations in addition to making program improvements along Office of Vocational Education guidelines.

Local coordinators should also be evaluated on an annual basis. Items that could be included in such evaluations are classroom teaching performance, placement record, quality of training plans and agreements, public relations efforts, and training sponsor development.

LEGAL ASPECTS OF COOPERATIVE PROGRAMS

All segments of labor laws pertaining to student/learners should be complied with by cooperative vocational programs. Information concerning legal requirements for wages, hours, and working conditions for student/learners may be obtained from:

U. S. Department of Labor
Employment Standards Administration
Wage and Hour Division
1371 Peachtree Street, N. E., Room 121
Atlanta, Georgia 30309

A discussion of the minimum wage and hour law should be held between the teacher-coordinator and the employer. If a business comes under the minimum wage and hour law, a student/learner must be paid minimum wages. Sub-minimum wages may be paid to a student/learner if an employer makes application to the U. S. Department of Labor. Sub-minimum wage provisions apply to many retail businesses, farms, and institutions of higher education. The government provides applications which the teacher-coordinator should keep on hand. (The applications may be obtained from the above address.) The teacher-coordinator is responsible for filling out two copies of the application (WH-200 or 202) and mailing them to the regional office. Form WH-202 is used by firms with six or less employees. Form 200 is used by firms having over six employees. A copy should also be retained by the employer.

The teacher-coordinator should maintain contact with local or area representatives of the Department of Labor. When questions arise concerning federal labor regulations, school authorities should seek the advice of the representative of the nearest U. S. Department of Labor Office.

Targeted Jobs Tax Credit

The teacher-coordinator should ensure that employers receive the benefits of the Targeted Jobs Tax Credit Program. TJTC permits employers of students in cooperative vocational programs to receive a tax credit of 50% of the first year's wages up to $6000 on wages paid to the students. The teacher-coordinator should inform employers of the tax credit and complete the Form 6199 that enables the employers to utilize the credit should they desire to do so.

Title IX

Discrimination on the basis of sex is prohibited in all federally funded programs.

TEACHER-COORDINATOR ACTIVITIES IN COOPERATIVE PROGRAMS

The responsibility for the success of a cooperative vocational program rests with the teacher-coordinator of the program. Listed below is a summary of the activities which must be accomplished by the coordinators of a successful program of cooperative vocational education.*

GENERAL ACTIVITIES

Plan and coordinate the entire program.

Assemble the proper teaching materials.

Utilize various teaching techniques to meet the needs of the individual students.

Provide vocational and personal guidance and counseling for the student/learners.

Develop, coordinate, and implement a comprehensive public information program.

SPECIFIC ACTIVITIES

Administration

Develop and plan program objectives.

Prepare an annual budget.

Conduct community surveys to determine types of jobs available, types of training needed, and degree of student interest.

Participate in professional organizations.

Keep abreast of latest trends in business and industry by reading professional literature.

Organize and work closely with an advisory committee.

Maintain complete student records.

Prepare and submit reports on time.

Evaluate program periodically and amend as necessary.

COORDINATE CLASSROOM INSTRUCTION WITH ON-THE-JOB TRAINING

Determine, develop, and assemble appropriate instructional materials.

Maintain current resource materials.

*Adapted from Cooperative Office Education Program, South Carolina Department of Education.

Direct individualized instruction to fit student's career objective.

Develop and utilize training plans.

Evaluate classroom and on-the-job performance.

GUIDANCE AND STUDENT SELECTION

Promote program to students.

Work with guidance personnel.

Counsel interested students and inform their parents about the program.

Assist students in scheduling.

Provide career planning assistance to students.

Provide information concerning training following high school.

JOB PLACEMENT

Locate employers willing to participate in cooperative vocational education.

Select a suitable training station for each student.

Maintain communication with previous training sponsors.

Explain the program and the responsibilities to employers.

Prepare students for interviews.

Assist students in beginning employment.

ASSIST STUDENTS IN MAKING PERSONAL ADJUSTMENTS

Help students correct poor personal habits.

Discuss personal and socio-economic problems.

Discuss educational problems.

Stress proper behavior and grooming.

ASSIST STUDENTS IN ADJUSTING TO WORK

Help students understand supervisors and co-workers.

Instruct students in human relations skills needed for occupational success.

Discuss work-related problems.

Have conferences with the training supervisor concerning the student's occupational adjustment.

Evaluate the student's job performance and discuss the evaluation with the student.

MAINTAIN A PUBLIC INFORMATION PROGRAM

Plan and implement publicity programs.

Prepare exhibits and displays.

Keep faculty, school administrators, parents, employers, and students informed about the cooperative vocational program.

Conduct an annual employer appreciation activity.

PROVIDE SERVICES TO GRADUATES

Assist graduates to secure full-time employment and/or further training.

Follow up program graduates.

TEACHER-COORDINATOR ACCOUNTABILITY

Accountability is a term that has become more prominent in recent years. From every indication, it will become even more important in the coming years. The teacher-coordinator of a cooperative vocational program is accountable in various ways to the many components of the program.

The coordinator is accountable to students (and to their parents) in the areas of quality vocational classroom instruction, appropriate job placement, and training the necessary coordination of the two experiences. The coordinator is accountable to the businesspeople and the community for providing trained, competent employees. In addition, the school administration will also expect the coordinator to be accountable for the proper use of time, equipment, facilities, and funds in carrying out the functions of the cooperative vocational program.

Part of the accountability will involve performance of duties and submission of required reports in accordance with established guidelines of the local school system and the Office of Vocational Education. All students in cooperative vocational programs are to be employed by October 15.

The training agreements which are to be completed for each cooperative vocational education student should be in the state office of the respective service area by November 15. Three copies of the training agreement are to be completed: one copy for the employer, one copy for the coordinator's file, and one copy for the state office.

The Teacher-Coordinator Visitation Report and the Cooperative Job Training Time Card are to be submitted three times per year. They are due in the state office on November 11, February 28, and May 31. The teacher-coordinator should contact the respective district consultant or state supervisor for assistance in completing and submitting forms that are a program requirement.

The teacher-coordinator will in most instances be required to submit travel or mileage request forms to the local school district in order to collect reimbursement for travel. In addition to reimbursement requests, the teacher-coordinator is encouraged to submit documentation of the various activities performed in the coordination phase of the program. The coordinator should leave information at the school which states the travel schedule for the afternoon.

The teacher-coordinator will find that there are many individuals who are willing to help with the successful operation of a cooperative vocational education program. School administrators, businesspeople, counselors, parents, teachers, and the Office of Vocational Education staff members will all be willing to provide assistance when asked. The teacher-coordinator should keep all interested individuals informed of the progress, status, and concerns of the program. By keeping all individuals informed, the question of accountability can be viewed positively and the program will have an excellent outlook for success.

STUDENT INTEREST QUESTIONNAIRE

NAME _____ GRADE IN SCHOOL _____

ADDRESS _____ AGE _____

ARE YOU WORKING NOW? _____ YES _____ NO

IF SO, WHERE? (NAME OF BUSINESS) _____

LOCATION OF BUSINESS _____

WHAT TYPE OF WORK ARE YOU DOING? _____

IF YOU ARE NOT WORKING, WHAT TYPE OF BUSINESS WOULD YOU BE INTERESTED IN WORKING IN?

_____ BUSINESS AND OFFICE

_____ SALES AND MARKETING

_____ HEALTH

_____ AGRICULTURE

_____ TRADE AND INDUSTRY

_____ HOME ECONOMICS RELATED

CHECK HERE IF YOU HAVE NO INTEREST IN ANY AREA OF COOPERATIVE VOCATIONAL EDUCATION_____

CHECK HERE IF YOU ARE INTERESTED IN LEARNING MORE ABOUT A PROGRAM IN WHICH YOU CAN ATTEND SCHOOL AND WORK PART TIME TO EARN SCHOOL CREDIT FOR THE ON-THE-JOB TRAINING RELATED TO YOUR CAREER OBJECTIVE AND IN-SCHOOL INSTRUCTION. _____

WHAT ARE YOUR PLANS FOLLOWING HIGH SCHOOL? (YOU MAY CHECK MORE THAN ONE ANSWER)

_____ 2-YEAR COLLEGE _____ TEC SCHOOL _____ FULL-TIME EMPLOYMENT

_____ 4-YEAR COLLEGE _____ MILITARY SERVICE

COOPERATIVE VOCATIONAL EDUCATION BUSINESS INTEREST SURVEY

NAME _____ JOB TITLE _____

FI _____

ADDRESS _____

TYPE OF BUSINESS _____

NAME A PERSON IN YOUR FIRM TO CONTACT CONCERNING EMPLOYMENT OF COOPERATIVE VOCATIONAL EDUCATION STUDENTS. _____

HAVE YOU EVER EMPLOYED STUDENTS IN A COOPERATIVE VOCATIONAL EDUCATION PROGRAM?

_____YES _____ NO

IF YES, WHICH PROGRAM? _____

IN WHAT CITY _____ AND SCHOOL _____ WAS THE PROGRAM?

DO YOU EMPLOY PART-TIME STUDENTS NOW? _____YES _____ NO HOW MANY?_____

IF A COOPERATIVE TRAINING PROGRAM IN A VOCATIONAL FIELD WERE OFFERED IN A LOCAL HIGH SCHOOL OR VOCATIONAL CENTER, WOULD YOU BE WILLING TO PLACE THESE STUDENTS IN YOUR BUSINESS? _____YES _____NO_____

HOW MANY STUDENTS COULD YOU USE? _____

SUMMARY SHEET FOR COOPERATIVE VOCATIONAL EDUCATION BUSINESS INTEREST SURVEY

	NUMBER OF BUSINESSES IN COMMUNITY	INTERESTED IN PROGRAM	EMPLOYS PART-TIME STUDENTS
BUSINESS AND OFFICE			
SALES AND MARKETING			
HEALTH AND MEDICAL			
AGRICULTURE			
TRADE AND INDUSTRY			
HOME ECONOMICS RELATED			

TRAINING PLAN

NAME JOSEPH P. SMITH (JOE) JOB TITLE SALES CLERK (SHOES)

FIRM LAMAR'S SHOES TRAINING SPONSOR DICK LACOSS

STUDENT'S CAREER OBJECTIVE SHOE STORE MANAGER

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	DATES OF INSTRUCTION	COMMENTS
Orientation to marketing and the free enterprise system		X	10/3/80-10/17/80	
Job search techniques		X	8/25/80-9/5/80	
Personal selling skills	X	X	10/25/80-11/28/80 8/25/80-5/30/80	
Cash register operation	X	X	11/3/80-11/7/80 11/3/80-5/30/80	
Personal grooming habits		X	8/25/80-9/5/80	
Product and service technology	X		1/6/81-1/15/81	
Display techniques and fundamentals		X	3/1/81-3/31/81	
Practical display experience	X		4/3/81-4/27/81	
Basic marketing math skills		X	2/4/81-2/28/81	
Principles of advertising		X	3/15/81-3/31/81	
Human relations skills	X	X	4/8/81-4/27/81	
Store management		X	5/1/81-5/15/81	
Store organization & operation	X		5/1/81-5/31/81	
Budgeting & financial records	X		5/16/81-5/31/81	
Personnel selection principles	X		5/16/81-5/31/81	

SAMPLE TRAINING PLAN*

JOB TITLE _____

Student's Name _____

Career Objective General Office Worker

Place of Employment _____

Supervisor _____

Job Description: Records and retrieves data, including classifying, sorting, and filing correspondence, records, and other date.

DUTIES	TRAINING EXPERIENCE ON THE JOB	IN CLASS
1. Reads and codes all papers before filing.	X	
2. Files all incoming correspondence in alphabetical, geographical, numerical, or subject order.	X	
3. Files copies of all outgoing correspondence.	X	
4. Retrieves correspondence upon request.	X	
5. Cross indexes correspondence and other materials.	X	X
6. Maintains index of filed papers.	X	X
7. Maintains record of papers withdrawn and returned.	X	X
8. Follows up papers not returned.	X	
9. Types labels for folders.	X	X
10. Arranges and rearranges files.	X	X
11. Prepares routing slips.	X	X
12. Purges files.	X	X
13. Performs other clerical duties such as sorting, posting, making copies, and checking duties related to the file room.	X	

Please circle X when satisfactory performance has been attained.

_____
Signature of Supervisor

*Adapted from Cooperative Office Education Program, South Carolina Department of Education.

SOUTH CAROLINA DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
TRAINING AGREEMENT FOR COOPERATIVE VOCATIONAL EDUCATION

It is understood that _____
Name of Training Agency Type of Business

will permit _____
Age Grade

to enter its establishment for the purpose of securing training in _____

_____ O.E. Code # _____
(Specific Occupation - Example: Selling shoes, stock clerk, etc.)

All parties jointly agree to the following conditions:

1. A monetary wage will be paid in keeping with the training status of the trainee (a fair compensation) and include provision for equal pay for equal work.
2. The course of training is designed to run for current school term from _____ to _____.
3. The training shall be on the job and in the classroom in order that the trainee may become proficient in the occupation.
4. The training agency will provide not less than an average of fifteen hours per week of training for the trainee during school year.
5. The teacher coordinator of the program will coordinate the on-the-job and in-school experiences; will provide periodic on-the-job supervision; and will work cooperatively with the employer to provide the necessary guidance to adjust to a working environment.
6. The parent or guardian shall be responsible for the conduct of the student while in training.
7. This agreement may be terminated after consultation with the teacher, for due cause, or for unforseen business conditions.
8. The training agency shall conform with all federal, state, and local laws; provide the student with a variety of learning experiences; and shall provide a progress report for the student for each grading period.
9. The business is an equal opportunity employer and does not discriminate on the basis of sex, race, or handicap.

_____ School Administrator

_____ Employer

_____ Coordinator of Cooperative Vocational Program

_____ Student

_____ Parent or Guardian

One copy of this form will be given to the employer; one copy is sent to the State Supervisor of the service area and one copy is retained with the teacher-coordinator.

SDE 26-126-01
(This form becomes obsolete 6/30/85)

TRAINING AGREEMENT*

DATE _____

_____ will employ _____
(Training Agency) (Student)

as a worker in an office position. The work will consist of _____

_____ for _____ hours per day at _____ per hour.
(Job Description) (Amount)

Work will begin on the _____
(Date)

The undersigned jointly agree:

1. The teacher will prepare the student for employment, be responsible for visitation, and is to be contacted if problems arise.
2. That employment for training shall be terminated upon agreement by the parties involved.
3. The training agency may withdraw or transfer the trainee with the approval of the coordinator.

Approve:

_____
(High School Principal)

_____
(Parents or Guardian)

Agree:

_____
(Employer)

_____
(Student-Learner)

_____
(Teacher-Coordinator)

*Adapted from Cooperative Office Education Program, South Carolina Department of Education.

APPENDIX E
EVALUATION OF STUDENT PERFORMANCE

This form or a similar evaluation form is to be used when the Cooperative Method is employed by the local school.

RATING SHEET FOR JOB EXPERIENCE OF COOPERATIVE VOCATIONAL EDUCATION STUDENTS

Student's Name _____ Date _____

Training Station _____ Address _____

The student whose name appears above is employed in your business as a trainee in a cooperative vocational program. Will you please indicate your opinion of this student in the column of your choice. We will do our best to improve these qualities in which weakness is evident. The information will be considered confidential. Please be frank.

	Excellent	Very Good	Good	Fair	Poor
Appearance					
Grooming					
Poise					
Courtesy					
Attitudes					
Initiative					
Enthusiasm					
Interest					
Tact					
Responsibility					
Mental Alertness					
Cooperation					
With co-workers					
With supervisors					
With customers					
Industry					
Accuracy					
Speed					
Production					

Please add additional comments:

Rater's Signature _____

A "YARD STICK" FOR MEASURING A TRAINING STATION*

	Very Poor	Poor	Fair	Good	Very Good
1. Opportunity for employment after training					
2. Stability of employment					
3. Opportunity for advancement					
4. Social value					
5. Length of training period					
6. Training carry-over					
7. Regularity of employment					
8. Pay					
9. Training facilities					
10. Hazards					
GROUP TOTALS					
	VALUE				

*Each suggested training station should be carefully evaluated concerning the above scale before trainee is placed. Where there are a large number of possible stations and a limited number of trainees, the stations should be selected according to the highest ratings.

EVALUATION OF TRAINING STATION

Name of Firm _____ Total No. of Co-op Students employed _____

Address _____

Phone _____

Personnel Director _____

Training sponsor(s) _____

Student(s) Employed _____

_____

1. Was management interested in program? Yes_____ No_____
2. Was training sponsor cooperative? Yes_____ No_____
3. Did the training sponsor provide adequate instruction? Yes_____ No_____
4. Did the student-trainee work the number of specified hours? Yes_____ No_____
5. Was the program for training adhered to as designated? Yes_____ No_____
6. Was the student's career objective considered in the process of learning? Yes_____ No_____
7. What was the student's reaction to the training received? Favorable____ Unfavorable____

   If unfavorable, why? _____
8. Was the student offered a permanent position? Yes_____ No_____

   If yes, did the student accept? Yes_____ No_____
9. Was the student offered a position to continue on a part-time basis? Yes_____ No_____

   If yes, did the student continue to work? Yes_____ No_____

Recommendations to improve training station: _____

_____

_____

Recommendations by employer to improve training of Co-op student in relation to training sponsor and teacher-coordinator instruction:

_____

_____

_____

Recommendation to retain training station. Yes_____ No_____

Date_____ Teacher-Coordinator _____

SAMPLE

APPENDIX G
STUDENT REPORTING FORM

COOPERATIVE JOB TRAINING TIME CARD*

School Month _____

School _____

Name of Student _____

Training Station _____

Telephone Number _____

Hourly Rate _____

Date	Arrived	Left	Total Hours
		TOTALS	

_____
Student

_____
Training Supervisor

*Adapted from Cooperative Office Education Program, South Carolina Department of Education.

COOPERATIVE VOCATIONAL PROGRAM
TEACHER COORDINATOR TRAVEL REPORT

NAME _____ DATE FROM: _____ TO: _____

DEPARTMENT _____

DATE	PLACE	PURPOSE OF TRAVEL	MILEAGE

TOTAL MILEAGE _____

DATE PAID _____ TOTAL AMOUNT AT _____

CHECK NO. _____ SIGNED _____

TEACHER COORDINATOR VISITATION REPORT*

Date of Visit	Time	Student	Firm	Observations

*Adapted from Cooperative Office Education Program, South Carolina Department of Education.

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